DOCUMENT RESUME

ED 377 812 HE 027 997

TITLE	Renewing the Public Investment. Final Report and Recommendations of the Advisory Commission on Investing in the State Colleges.
INSTITUTION	New Jersey State Coll. Governing Boards Association, Inc., Trenton.
PUB DATE	Oct 94
NOTE	41p.
PUB TYPE	Information Analyses (070) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; Accountability; Blue Ribbon Commissions; College Role; Economic Change; *Educational Finance; Futures (of Society); Higher Education; *Investment; *Long Range Planning; State Aid; State Colleges; State Legislation; *Statewide Planning
IDENTIFIERS	*New Jersey; *New Jersey State College System

ABSTRACT

This is the final report on long range planning for financial support for and investment in New Jersey's state colleges. Opening sections summarize the findings of the Advisory Commission on Investing in the State Colleges charged with examining the issues, origins, membership, charge and general principles of that Commission, the economic, social and political context, and the subject of the Commission's work. The central sections contain the Commission's recommendations organized around the three elements of the Commission's charge: (1) the roles of the state colleges and their value to the state: (2) appropriate levels of investment to sustain the colleges and how financial responsibility will be shared; and (3) how the colleges and the state will be accountable for the public investment. Preceding each recommendation are specific assumptions and principles providing the context for the recommendation. The next section identifies beneficiaries from investment in the state colleges. The final section identifies future issues such as how much investment will be enough to ensure access to quality education and the impact of New Jersey's Higher Education Restructuring Law. Appendixes contain descriptions of the colleges today and a list of resource materials. (Contains 43 references.) (JB)

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Renewing the Public Investment

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Final Report and Recommendations of the

Advisory Commission on Investing in the State Colleges

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Renewing the Public Investment

Final Report and Recommendations
of the

Advisory Commission
on Investing in the State Colleges

Presented to the

New Jersey State College
Governing Boards Association (GBA)

October 1994

Table of Contents

Letter of Transmittal and Acknowledgements ii
Summary of the Commission's Findings iii

Advisory Commission on Investing in the State Colleges 1
- Origin
- Membership
- Charge
- General Principles Guiding the Public Investment in the State Colleges

Context for the Commission's Work:
A Radical Change in How College Education is Financed 5

Subject of the Commission's Work:
New Jersey's State Colleges 9

The Commission's Recommendations
- On the roles of the state colleges and their value to the state 13
- On the appropriate level of investment that will be required to sustain the colleges and how financial responsiblity will be shared 16
- On how the colleges and the state will be accountable for the public investment 21

Return on the Investment: Who Benefits and How? 25

Future Issues 27
- How Much Investment Will be Enough to Ensure Access and Quality?
- The Impact of the Higher Education Restructuring Law

Appendix A: The State Colleges/University Today A-1
Appendix B: Resource Materials B-1

ADVISORY COMMISSION
ON INVESTING IN THE STATE COLLEGES

October 1994

To the Members of the New Jersey State College Governing Boards Association:

I hereby transmit to you the final report of the Advisory Commission on Investing in the State Colleges, entitled "Renewing the Public Investment."

I am pleased to have had the opportunity to work with such a diverse and distinguished panel. It is a group of individuals fully committed to a fresh vision of how the general public good can be served by better defining the roles and value of the state colleges, investing in these institutions and establishing clear lines of accountability for public investment. It is noteworthy that since the commission was formed in June of 1993, several of its members have moved into leadership positions involved with statewide coordination of higher education. The kind of thoughtful commitment our commissioners have shown does not go unnoticed.

In addition to the commission members, I would also like to acknowledge the time, effort and expertise of our special guest presenters -- James B. Appleberry, Patrick M. Callan, T. Edward Hollander, Richard Keevey, James P. Merisotis and Richard Novak -- and observers from the legislative and executive branches who attended. Finally, I offer thanks for the hard work of the GBA staff under the direction of Darryl G. Greer.

This document deserves a careful, thoughtful reading. It constitutes the basis for an agenda for action that, in my view and the view of my fellow commissioners, is urgently needed. As you review it, ask yourself whether New Jersey can afford to ignore its findings and recommendations.

I look forward to a continuing discussion with you regarding this report and where we go from here.

Sincerely,

William J. Maxwell

William J. Maxwell, Convenor

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Bruce G. Coe
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Summary of the Commission's Findings

Over the past few years, across the nation, a radical change has taken place in how public college and university higher education is financed. The burden of paying for a public college or university education has shifted, dramatically, toward the student and his/her family. This major change is due to a coalescence of multiple factors: economic recession; taxpayer dissatisfaction with government services; skyrocketing health care and corrections costs drawing on state coffers; and a general failure to recognize higher education as a public spending priority. In New Jersey, the state's commitment to adequate funding of higher education has further suffered because of the lack of an overall vision for what higher education should be accomplishing.

At the same time, in New Jersey and across the nation, there is great public concern about the future availability of affordable, high quality higher education -- paralleling concerns about quality, affordable health care. Polls indicate that many citizens are concerned about future access to higher education for themselves, their children and grandchildren, given the widely recognized importance of higher education as a factor in profession choices and lifetime earnings. Yet many in the public have failed to grasp the cause and effect connection between public funding and affordably low tuition and fee charges at public institutions.

The Advisory Commission on Investing in the State Colleges, in addressing its charges, recognized the need for immediate, substantial changes in how public higher education is supported and carried out. Its findings, summarized below, address these demands for change, calling for a clear state vision for higher education that will be supported by the public; greater state investment; clearer institutional missions and renewed systems better aligned with missions; provisions for greater state and institutional control of rising personnel costs; and clearer lines of account-ability for institutions and the state in serving the public (among other changes summarized below).

At stake is access by all citizens to a four-year college education, something many have come to view as the pathway to the American dream. The public policy choices of reduced access, lower quality, or dramatically higher tuitions are not in the public's interest and can be avoided if many of these recommendations are adopted.

In summary, the commission finds that:

- The state cannot achieve its long-term goals for its citizens without substantial investment in the state colleges and university.
- New Jersey is currently without a fully developed strategic vision and explicit goals regarding what it expects state college higher education to accomplish. The state must have such a vision, and it needs to invest amply in that vision based on the importance of accomplishing those goals. It is the responsibility of the governor, the legislature, and the Commission on Higher Education

to develop this strategic vision in cooperation with the colleges and to advocate publicly appropriate funding to achieve it.

- The state needs to continue to bear the responsibility for funding the major costs of facilities and educational programs at the state colleges and public teaching university, in order to preserve educational quality and affordability for all students. So long as the governor remains employer of record, the state should fully meet its salary obligations to the colleges by direct appropriations to the institutions.

- Annual budget enhancement -- beyond basic state support -- should be based on performance (rather than driven by formula or funding history), and the institutions should develop performance criteria consistent with the state's major goals and vision for higher education. Evaluations of performance should consider the specific mission of each campus, goals set within that mission, and resources received to accomplish that mission.

- The colleges, in turn, must further develop their strengths and identities, devising explicit and aggressive plans to meet state needs in the education and public service arenas, in order to hold the public's trust. The New Jersey State College Governing Boards Association (GBA) should assist the colleges toward this end. Those institutions that fail to remain accountable in this regard hazard forfeiting state and the public's support.

- It will be essential to increase campus productivity -- controlling costs and rewarding mission-related performance -- if the state is to serve all New Jersey students who can benefit from a state college/university education. The goal of increased productivity requires a hard look at current collective bargaining and civil service arrangements at the state level and employee reward systems at the campus level.

- A state college education must remain affordable. Every qualified student should have sufficient means for paying the cost of college, either through personal/family resources or through the adequate availability of grants, loans, and student employment opportunities.

- "High tuition, high aid" proposals for financing the colleges must not be seen as easy solutions to the institutions' funding woes, because such approaches may place middle-income affordability in jeopardy.

- Accountability for setting tuition should remain the province of campus trustee governing boards.

- The major policy responsibility for achieving institutional missions must continue to be placed upon campus trustee governing boards.

Cautionary Note

Because of the confines of its charge,
the commission's findings and recommendations are applicable
only to the nine institutions of the state college group.

Advisory Commission on Investing in the State Colleges

Origin

Fiscal years 1989 through 1993 were years of dwindling state support for higher education in New Jersey and elsewhere. Many short-term solutions to budget balancing were implemented; most began to wear thin. No end was in sight for budget woes. After a series of harsh fiscal adjustments, during which the colleges struggled to maintain access, affordability and quality, it became apparent that new fiscal realities would continue to challenge the state colleges' ability to deliver on the promise of educational opportunity.

Realizing that major state policy decisions about the future of higher education were not being approached in a comprehensive or long-term way, the New Jersey State College Governing Boards Association (GBA) decided to take action. The state college advocacy organization convened a seminar (June, 1993) on higher education finance, involving a select group of state policymakers, business leaders, educators and non-profit association officers. Those invited were thought to have an interest in the future success of higher education.

At the June 4 seminar, the idea of a distinguished advisory commission was introduced by the Association. The concept was well received by the sixty leaders and policymakers in attendance. GBA subsequently announced the establishment of the Advisory Commission on Investing in the State Colleges. The commission's responsibility would be to advise the Association on the roles of the state colleges and their value to the state; on the appropriate level of financial investment required to sustain the colleges; how financial responsibilities should be distributed; and how the colleges, the state, and others would be accountable for the public investment. In turn, by law, it is GBA's role to advise the governor, legislature and others regarding public policy affecting the state colleges.

The commission met five times during 1993-1994 in Trenton. Initial meetings were convened by **William J. Maxwell**, distinguished professor of history and education and *president emeritus*, Jersey City State College. To add greater context and depth to the discussions, several other distinguished educators of national stature were invited to contribute to the meetings. These guests included:

James B. Appleberry, president, American Association of State Colleges and Universities (AASCU);
Patrick M. Callan, executive director, California Higher Education Policy Center;
James P. Merisotis, executive director, Institute for Higher Education Policy; and
Richard Novak, director of public sector programs, Association of Governing Boards of Universities and Colleges (AGB).

In addition, **T. Edward Hollander**, Rutgers University professor and former New Jersey chancellor of higher education, gave the panel an overview of higher education in New Jersey. **Richard Keevey**, budget director under the Florio and Kean administrations, provided a state fiscal forecast. Numerous background briefing papers were shared with the commission, and are cited in the ***Resource Materials*** appendix.

Membership

New Jersey opinion leaders serving on the commission included:

Philip K. Beachem, executive vice president, New Jersey Alliance for Action;
Alfred J. Cade, senior vice president, Caesar's Atlantic City Hotel & Casino;
Bruce G. Coe, president, New Jersey Business and Industry Association;
Henry A. Coleman, director, Center for Government Services at Rutgers University;
R. John Custodio, vice president of government relations, UJB Financial Corporation;
Betsy Garlatti, executive director, New Jersey Business/Higher Education Forum;
David B. Jones, partner, Deloitte & Touche;
Dennis F. Kane, senior vice president, CoreStates New Jersey National Bank;
Dave Kehler, Associate Deputy State Treasurer and
former president, Public Affairs Research Institute of New Jersey;
Anne Preweti, education chairperson, League of Women Voters of New Jersey;
Gloria E. Soto, corporate counsel, Claridge Casino & Hotel;
Marla Ucelli, assistant director, school reform, The Rockefeller Foundation.

Additionally, the following GBA members participated on the commission:

Robert A. Altman, Montclair trustee and GBA chair;
Larry J. Lockhart, Kean trustee;
Laurence R. Marcus, New Jersey higher education assistant chancellor;
Bonnie Watson, Richard Stockton trustee; and
Steven D. Weinstein, Rowan trustee.

William J. Maxwell, distinguished professor of history and education and *president emeritus*, Jersey City State College, served as convenor and facilitator of the commission's work.

Charge

The overall purpose of the commission was to set the stage for a renewed vision of how to meet shared responsibilities to pay for a state college higher education. The elements of the commission's charge, which are stated and explained below, were among the first items of discussion for the new panel.

The commission was charged to advise the Association in the following areas:

1. the roles of the state colleges and their value to the state;
2. the appropriate level of investment that will be required to sustain the colleges and how financial responsibilities will be shared; and
3. how the colleges, the state and others will be accountable for the public investment.

It was understood that the charge of the commission was not simply justification of the state colleges in a vacuum, but an examination of their current role and value, and the extent to which their missions fit with New Jersey's current and emerging needs. The commission was asked to anticipate an appropriate level of resources required to continue educating students and meeting state priority needs at or beyond current levels. This entailed making some rational determination about all parties who should bear some part of the future cost, as well as how cost burdens should be distributed. The commission was also requested to envision ways in which institutions and state government could demonstrate delivery of the services for which they are funded.

General Principles Guiding the Public Investment in the State Colleges

Stated below are general principles which emerged early in deliberations of the GBA and the commission, and which guided later discussion and recommendations.

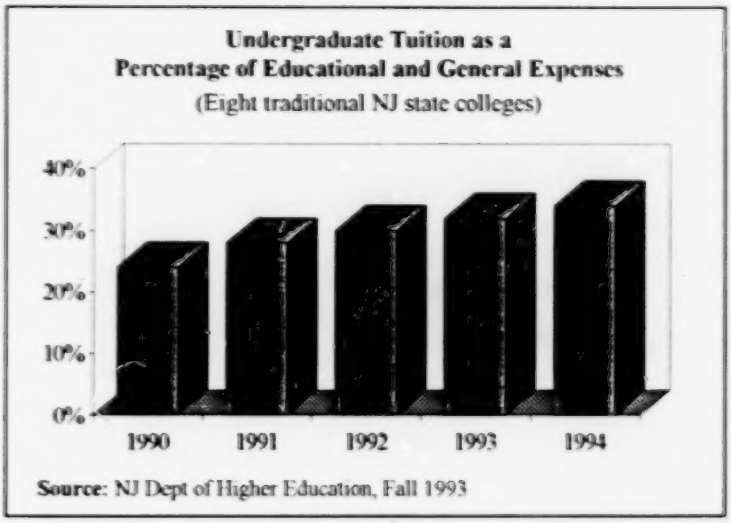
- Higher education is a public good. It serves the State of New Jersey by:
  (a) empowering individuals with knowledge;
  (b) building citizenship in a democracy; and
  (c) strengthening economic development and contributing to prosperity.
- Because of higher education's importance as a public good, equal opportunity for all qualified citizens to access higher education is essential.
- The state colleges and teaching university, with affordable tuition, are key to citizen access to baccalaureate education.
- Financial predictability for all partners (taxpayers, parents and students, and others) in funding higher education is necessary to achieve broad opportunity.
- Diversity in institutional program offerings is in the interest of all New Jerseyans.
- The colleges should be measured in the long term by educational and public service results.
- Long-range vision leads to sound planning which leads to desired results.
- Assessment and accountability are desirable and are better accomplished through coordination, not centralized regulation.
- The colleges are best served in achieving their goals by appointment of strong, nonpartisan trustee governing boards.
- College cooperation with K-12 in helping to prepare students for college is essential to the colleges' fulfillment of their educational missions.
- Faculty and educational administrators are dedicated professionals who want to perform at their best, in service to the state. Clarifying responsibilities and providing incentives for these individuals to achieve are important elements in the colleges' success.

Context for the Commission's Work:
A Radical Change in How College Education is Financed

Change is demanded by the external environment in which colleges and universities work. On one hand, surveys show that today's citizens recognize that a college education is important to achieving the ability to participate fully in the American dream. On the other hand, the same surveys show growing concern that a college education is moving out of the reach of future students. There is great concern about both access and ability to pay for college in the future. In its final 1993 report, the National Commission on Responsibilities for Financing Postsecondary Education notes:

> ... Paying for college represents one of the most fundamental concerns of the average American family. A 1991 Gallup Poll showed that 87 percent of Americans believe costs are rising at a rate that will put college out of reach for most people. This perception -- that college soon will be unattainable for most citizens -- is an ominous sign that threatens the basic fabric of American education and society.

As an outgrowth of worries about cost, today's students are placing greater importance on college affordability as they make their choices about where to attend and whether to attend full-time. At this same point in history, state support for the higher education enterprise -- and public colleges and universities in particular -- is waning. Moreover, there is a very real possibility that state colleges and universities may never again receive the level of support they once did. One manifestation of these changes: students and families are picking up more of the tab for public college and university attendance in the form of increased tuition and fees.



Ironically, a major reason for the shift in responsibility to pay for college is increasing taxpayer dissatisfaction with taxes at **all** levels. **As tax revenues decline, as a result of economic recession and real tax "cuts," higher education receives fewer dollars, placing a greater burden on higher education consumers to pay more in tuition and fees. To the degree that students and parents fail to recognize this effect, their trust in public colleges tends to erode further, thereby exacerbating the problem of publicly funding colleges and universities.** (Nationally, an estimated 3% tuition increase has occurred at public institutions for every percentage point that state funding falls short of inflation, according to a 1993 survey by the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges.)

Add to this mix external pressures to radically transform the way higher education is "delivered" in order to meet the demands of a rapidly evolving world. Robert Zemsky, founding director of the University of Pennsylvania's Institute for Research on Higher Education, describes this new world as one defined by market demands, new technology, consumer scrutiny of public sector services, and angst about jobs and careers. Clearly, we have a situation destined to give birth to new visions and new formulas for success. However, it will be important to maintain critical principles related to higher education being a public good. These principles will allow us to preserve fundamental values related to access, affordability and quality in the new world of higher education finance and productivity.

Today a college degree can mean, over a lifetime, hundreds of thousands of dollars of additional income. In a period of some job scarcity and limited economic growth, people are focused on higher education's contribution to personal prosperity. However, higher education has a role that transcends personal finance. It is an enterprise that creates and spreads knowledge that benefits all: enriching local community life, strengthening our democratic government system by producing informed and resilient citizens, and adding to the intellectual and economic vitality of the state and nation.

Average Monthly Earnings by Educational Level (1990)

No high school diploma	$492
High school graduate	$1,077
Vocational training	$1,237
Some college	$1,280
Associate degree	$1,672
Bachelor's degree	$2,116
Master's degree	$2,822
Doctorate	$3,855
Professional	$4,961

Source: ***What's It Worth?*** U.S. Census Bureau, 1992

In the drastic expansion of higher education since World War II, the prevailing philosophy has been that the common good is best served when **all** types of citizens, not just the wealthy, can attend college. This view is still firmly held. What is uncertain is the means to accomplish this goal in states such as New Jersey.

The danger is that college in the future will be available only to financially well-off students and those students who can demonstrate extreme financial need. The ladder of opportunity could be lost.

Without some dramatic restructuring of how we conduct the business of paying for college, access by all citizens to a four-year college education is at risk.

New Jersey state colleges, along with other public colleges and universities, have evolved into mature and distinctive institutions that educate students and meet the state's needs. There has been increasing public recognition of the institutions' accomplishments, manifested by increased applications and enrollments, greatly increased philanthropic support, and recognition by national academic and non-academic reviewers. *(See Appendix A for more specific information on the nine institutions.)* However, the state colleges' capacity to continue to serve the current number of students at low cost, and to deliver at a quality level, is at a crucial turning point.

New Jerseyans have come to realize that, in the future, the ability of citizens to achieve and maintain economic success will require access to and successful completion of higher education, at least to the baccalaureate level and, for many, completion of a master's degree program. Despite public acknowledgment of higher education's position of being absolutely necessary for the state's future economic vitality, financial support by the state over the past few years has lagged for two major reasons:

- Economic recession, combined with high growth in nondiscretionary state spending in areas other than higher education.
- Absence in New Jersey of a broad vision as to why state colleges are important to the state, what they should be doing from a state perspective to achieve educational public service and economic development missions, and how all parties who benefit should share in the costs.

State of New Jersey Actual Expenditures
FY 1988 and FY 1992

Total Direct State Services, Grants-in-Aid, and State Aid

Department	Actual 1988 ($000)	Actual 1992 ($000)	Change ($000)	Change %
Human Services	2,032,141	3,434,928	1,402,787	69.03%
Corrections	386,606	565,464	178,858	46.26%
Education	3,191,478	4,499,390	1,307,912	40.98%
Health	89,792	103,567	13,775	15.34%
Higher Education	899,314	967,124	67,810	7.54%

Source: Rutgers University

The erosion of state funding for the New Jersey state college group has left college leaders with few policy choices: reduce program quality; serve fewer students; or charge students a great deal more.

Given the accelerating importance of higher education, none of these choices appear to be in the public interest.

Clearly, change is needed in the way higher education and individual institutions operate. A key question must be answered:

In a time of rapid change in the economy, in technology, and in service demands on colleges and universities, how do we renew a vision for investing in the state colleges and repositioning them to serve New Jersey citizens in the 21st century and beyond?

Subject of the Commission's Work:
New Jersey's State Colleges

The nine state colleges are New Jersey's primary resource for undergraduate education. The institutions are distinctive from public two-year colleges and public research universities in that they are the backbone of baccalaureate education in the state. As such, their role is to provide individuals with the higher order undergraduate knowledge, skills, abilities and values to become productive citizens. The state colleges play a critical role, in partnership with other colleges and universities, as employers and engines of regional economic enterprise by bringing individuals into both the economic and democratic mainstream of New Jersey.

> **In short, without significant investment in the colleges, New Jersey cannot achieve its long-term strategic goals of producing an educated workforce -- involved citizens who can enter the economic mainstream -- and a growing economy.**

The Formation and Development of the State Colleges

In the middle of the 19th century, in addition to an adverse attitude toward free public schools, a chief obstacle to universal education for all in New Jersey was that too few citizens were interested in becoming teachers. (At the time, teaching was a job with low pay and unclear qualifications.) Through the advocacy of "grass root" groups of educators and other influential, public-spirited citizens who understood the importance of skilled teachers to effective education, the state established "normal schools" where individuals could learn model teaching techniques. Three such schools were established (independently of one another) within a single year, 1855: one by the State (in Trenton); one by the City of Newark; and one by the City of Paterson. Between 1850 and 1900, numerous other locally-supported normal schools were formed by citizen and educator initiative, including one which eventually became Jersey City State College. To meet the growing demand for capable teachers for New Jersey's public schools, a second state-supported normal school was established in Glassboro in 1923. By 1929, all normal school training was under state control, with six state normal schools in existence: Glassboro, Jersey City, Montclair, Newark, Paterson and Trenton.

A Note on Nomenclature

The state colleges include Jersey City, Kean, Montclair, Ramapo, Richard Stockton, Rowan, Thomas Edison, Trenton and William Paterson. Montclair State was recently designated a public teaching university. In this document, the terms "the colleges" or "the state colleges" or "the state college group" are often used generically to refer to the nine institutions, including Montclair State. Use of the term "the university" is a specific reference to Montclair State.

Probably underestimated during most of the first century of the normal schools was their significance in providing postsecondary educational opportunity to a growing portion of the populace (quite apart from their utilitarian, public service purpose of addressing the need for teacher-training). Because they charged modest fees (and in some cases waived fees for students who subsequently taught in New Jersey), they were within financial reach for students of limited means. Moreover, for decades they provided the only avenue for many women to obtain postsecondary education. Additionally, as early as the 1920s (when African-Americans were explicitly denied access to many of the nation's colleges as a matter of policy), the New Jersey normal schools were teaching and graduating African-American students.

Up until World War II, most citizens thought of a liberal arts college education as a privilege for the few and the fortunate. However, with the 1947 report of the President's (Truman) Commission on Higher Education, ***Higher Education for American Democracy***, and the generous public-spirited attitude of post-war America, came the desire to expand opportunities for all citizens to be educated beyond the secondary school level. Following the presidential commission's recommendations, postsecondary education institutions were to be made geographically accessible, affordable for those of limited means, and accountable for public funds that were supporting them. The national commission also reinforced the broader role of education in a democracy.

The post-Truman Commission years required the colleges to shift gears and become vehicles of postsecondary liberal arts educational opportunity, **in addition to** serving as teacher-training institutions. While the education and education-related offerings of the New Jersey state colleges expanded during the years immediately following World War II, it was not until the mid-1950s that momentum for the colleges to become multipurpose liberal arts institutions began to build.

State commissions were established during the 1960s to look at the progress and direction of higher education in New Jersey and to evaluate the adequacy of the state's system of public higher education. Both the Strayer and Goheen commission reports, which emerged during this period, pointed out that New Jersey fell short in terms of its capabilities to meet its residents' needs for higher education programs and facilities. It was during this period that the state began establishment of two-year county colleges.

State college progress toward becoming multipurpose liberal arts institutions did not accelerate until 1966 with the release of the report of The Citizens' Commission on Higher Education (the Goheen Commission), which concluded that many residents of the Garden State did not have access to higher education. Within six years, three new state colleges -- Ramapo, Stockton, and Thomas Edison -- were created, making state college education more accessible than ever before.

In 1981, the state's plan for higher education encouraged colleges to develop individual styles, character and strength. Accordingly, at the urging of state college leaders, the New Jersey Board of Higher Education impaneled a commission to "undertake a study of the future of the state colleges." Final recommendations included granting the colleges greater autonomy and managerial authority in order to fulfill their common as well as distinctive missions. The commission's report, recognizing that the nation's most distinctive higher education institutions were those that enjoyed considerable autonomy, served as a

catalyst for legislation enacted in 1985 and 1986 which endowed state college trustee boards with significant new powers.

During the late 1980s, buoyed by the autonomy measures which included creation of a state college advocacy organization -- the New Jersey State College Governing Boards Association, Inc. (GBA) -- and a challenge grant initiative, the colleges made programmatic advances, increased academic standards, boosted minority student enrollment and attracted business and philanthropic contributions.

In 1994, Montclair became the first state college to achieve university designation, while in the same year the Higher Education Restructuring Act provided the colleges with an even higher degree of autonomy in managing their educational, fiscal and legal affairs.

The Commission's Recommendations

Recommendations resulting from extensive discussion over five meetings are presented in the following pages, grouped according to the three elements of the commission's charge. Preceding each recommendation are specific assumptions and principles providing the context for the recommendation.

On the roles of the state colleges and their value to the state:

Of the approximately 80,000 students served by the state colleges and teaching university, about 68,000 are undergraduates and about 12,000 are graduate students. The commission concluded that the campuses have a well-defined role to play in the larger context of higher education in New Jersey, particularly as the state's primary baccalaureate resource. Nevertheless, members concluded that the university and each of the state colleges need to continue to build on unique areas of specialization, and to develop relationships that will increase the college-going potential of high school students and the New Jersey employment potential of baccalaureate graduates. Given the colleges' vital roles, commission members were concerned about maintaining educational affordability and continuing to build on qualitative gains in view of a decline in state investment in the institutions.

Emphasis on Undergraduate Education

Assumptions/Principles: Undergraduate education is the primary business of the university and the colleges. These institutions will remain a major source of both undergraduate and graduate education for those who will enter professional positions in New Jersey -- in areas such as business, education, communications, the physical sciences, social sciences, and technology.

Recommendation: That the state colleges should continue in their role as the state's **primary baccalaureate resource**, focusing squarely on preparing individuals with the higher

Distribution of Degrees in New Jersey: 1992 (By Collegiate Sector)

	Certificate	Associate Degree	**Bachelor's Degree**	Master's Degree	Doctoral Degree	First-Professional	Grand Total
Public Research Universities	14.90%	0.20%	31.40%	36.90%	52.40%	55.70%	25.30%
State Colleges	0.90%	2.40%	**40.00%**	22.90%	N/A	N/A	24.40%
County Colleges	58.40%	90.80%	N/A	N/A	N/A	N/A	24.30%
Independent Colleges	25.80%	6.60%	28.60%	40.20%	47.60%	44.30%	25.90%
Total Number	*1,170* (100%)	*12,000* (100%)	*23,780* (100%)	*7,962* (100%)	*994* (100%)	*1,719* (100%)	*47,625* (100%)

order thinking skills necessary to become full participants in the social, intellectual and economic development of New Jersey. In serving a large proportion of first generation college students, the nine institutions should continue to provide broad access to all students who might benefit from college. The state should plan to invest more money in baccalaureate education and invest it more strategically.

State College Undergraduate Enrollment

Fall Figures for Undergraduate Headcount (Full-time and Part-time Combined)

	1987	1988	1989	1990	1991	1992	1993
Jersey City	5,233	5,401	5,651	5,788	5,848	6,162	5,976
Kean	10,800	9,731	10,931	11,274	10,082	10,616	10,233
Montclair	10,019	9,858	10,172	10,003	10,349	10,003	9,597
Ramapo	3,942	4,055	4,291	4,525	4,711	4,636	4,683
Rowan	8,071	8,185	7,944	8,197	8,314	8,347	7,933
Richard Stockton	5,121	5,293	5,286	5,639	5,708	5,680	5,781
Thomas Edison	5,859	6,844	7,202	7,811	8,019	8,612	8,768
Trenton State	6,752	6,331	6,334	6,367	6,018	6,186	6,111
William Paterson	7,726	7,652	7,647	8,203	7,948	7,866	8,236
Totals:	**63,523**	**63,350**	**65,458**	**67,807**	**66,997**	**68,108**	**67,318**

High Academic Standards

Assumptions/Principles: Access to education is meaningful only if the quality of that education is of high caliber, and students can afford to remain in college until they attain their educational goals. Lowering standards to produce artificially high graduation rates is an unacceptable policy option.

Recommendation: That educational **quality**, as well as educational **affordability**, continue to be stressed as cornerstones of state college educational access, policy and financing. The colleges should improve graduation rates for students from all racial and socioeconomic groups. Standards, however, must remain high.

Diverse Institutional Missions

Assumptions/Principles: Individual institutions are finite. They cannot be all things to all people. As a group of institutions, the university and state colleges serve the state well to the extent they can diversify to meet the widest possible array of state educational priorities while avoiding duplication. State officials and leaders of the individual institutions must make explicit to the public the value of higher education as a public investment to meet state needs.

Recommendation: That each institution continue to develop its strengths, specializations, and identity **within the context of New Jersey's pressing needs**. Accordingly, the

state (Governor, Legislature, Commission on Higher Education) must define for taxpayers a contemporary vision of the public priorities of higher education upon which colleges can anchor their particular missions. In turn, state college leaders, individually and collectively through GBA, must be more aggressive in explaining to government officials and the general public the goals and achievements of the nine institutions, and their individual and collective vision for the future. Each institution and the GBA should take immediate responsibility for devising **an explicit and aggressive plan to achieve this goal.**

Improving K-12 Education

Assumptions/Principles: The nine campuses can ill afford to ignore the fact that their futures lay in the quality of education offered to students in New Jersey public elementary and secondary schools. Cooperative efforts with school district personnel, sharing resources and ideas for improving student preparation for college, along with teacher education and in-service training, are in keeping with the older institutions' "teacher's college" roots.

Recommendation: That schools and the colleges focus additional energy on **cooperative** efforts that secure the future of young New Jerseyans by making sure students come to college with the **academic preparation and skills needed for college study and success.**

Relationships with Other Institutions

Assumptions/Principles: It is in the interest of New Jerseyans that access and student mobility be maintained throughout the higher education system.

Recommendation: Faculty and administrators at the nine campuses should **collaborate closely with their colleagues at the state's two-year colleges and research universities** to address such common concerns as: teaching methods; developments in their fields of study; and ways to ease the transitions from community colleges to four-year institutions, and from undergraduate to graduate education.

Workforce Preparation

Assumptions/Principles: Preparing students for the world of work is an essential role of the state colleges.

Recommendation: That the colleges should continue to assist state and local business leaders by developing ways in which the colleges can bolster New Jersey's economic competitiveness through programs that address the needs of business, and by working with business to ensure that colleges are graduating students **with the knowledge, skills and abilities required to meet the needs of New Jersey's changing workforce.**

On the appropriate level of investment required to sustain the colleges and how financial responsibility will be shared:

The commission concluded that New Jersey must find a way to ensure that higher education is available to all who can benefit from it. Members determined that while the state should continue to bear the major share of the costs of public higher education, the responsibilities should also be shared by families, the students themselves, business, philanthropy and the federal government. Financial policy should be revised in response to the need for all partners to have cost predictability. Colleges will need to do even more to control costs, but can do so only if they have the autonomy to make changes in policy and operations. The state must budget sufficient amounts for college and university facilities and capital equipment, separate from operating budgets.

Access to Higher Education

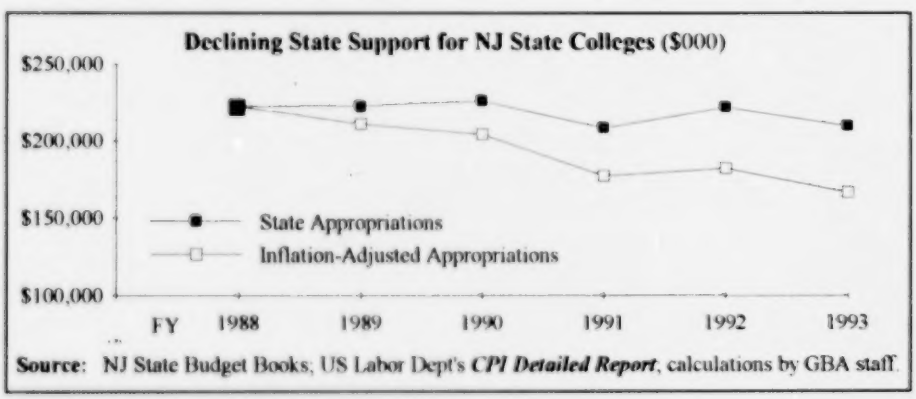
Assumptions/Principles: No student who can benefit from college should be denied access to college or be forced to halt their educational progress for financial reasons.

Recommendation: That state policy must ensure that **every student qualified to pursue college-level work**, regardless of personal/family resources, **has a means of paying the cost of his or her education at a New Jersey institution** through availability of grants, loans and student employment opportunities.

Responsibilities of State Government

Assumptions/Principles: Given the importance of public higher education to the state's future, state government, supported by the taxpayers, has a fundamental responsibility for sustaining the missions of the state colleges and teaching university.

Recommendation: That state government should continue **to fund the major costs** associated with public higher education, especially those costs related to **general education,**



Source: NJ State Budget Books; US Labor Dept's ***CPI Detailed Report***, calculations by GBA staff.

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instructional facilities and equipment. This will mean investing more, not less, in educational missions.

Financial Predictability

Assumptions/Principles: Because college costs are not subsidized 100% by public funds, paying for college will remain a responsibility shared in part by students (and their families) and in part by the taxpaying public (through state and federal funds). Predictability of costs for key partners is essential to higher education opportunity and stability.

Recommendation: That financial **predictability** for all partners should be a **foremost consideration** as the state and the campuses determine policy related to success and affordability.

Long-Range Budgeting

Assumptions/Principles: Long-range budgeting is key to greater predictability for all partners. A year-to-year approach to funding tends to result in politically expedient decision-making rather than sounder long-term decisions.

Recommendation: That budgeting at the state and campus levels should be **long-range.** To make realistic projections possible, state policy makers should **examine and identify the long-term costs of state mandates**, such as negotiated salary increases, considering the potential effect on future years' budgets.

Also, toward this end, annual meetings should be held with legislative and executive branch officials and college leaders to discuss future prospects for college funding, taking into consideration citizen needs, state resources, campus plans for programs and facilities and long-range economic forecasts. To give students and their families greater cost predictability, college trustees are encouraged **to project tuition two to four years in advance** based on these discussions with elected officials about state support.

Trustee Responsibilities

Assumptions/Principles: Trustees have the primary responsibility to set financial policy governing college cost. Failure to keep expenditures under control will undermine the value, performance and financing of the public higher education enterprise.

Recommendation: That trustees should take aggressive action **to define each campus' financial needs and to contain those costs under their control without sacrificing institutional missions**.

Collective Bargaining

Assumptions/Principles: It is unwise for the state to make financial commitments through the collective bargaining process if it is unprepared to commit taxpayer resources to these obligations. By the same token, colleges cannot carry the total burden of cost control unless they have authority to determine personnel costs, their largest cost area.

Recommendation: **Revision of collective bargaining practices**, making the colleges employer of record, with a *de jure* role in negotiations (including conducting local bargaining), **should be explored** by state policymakers. So long as the governor remains employer of record for the colleges, **the state should fully meet its salary obligations to the colleges**; therefore, it should appropriate salary and benefit monies, in full, directly to the colleges, not through state interdepartmental accounts where funds may be shifted to other state programs.

State College Salary Program Data

	Total Program	Provided by State		Shortfall
1990	$11,076,514	$2,622,014	(24%)	$8,454,500
1991	$13,614,319	$0	(0%)	$13,614,319
1992	$19,059,878	$4,934,743	(24%)	$14,125,135
1993	$6,074,000	$3,248,000	(53%)	$2,826,000

Approximately 2/3 to 3/4 of state college educational and general expenditures are employee salary and benefits costs.

Source: Institutional figures supplied by state college vice presidents, administration and finance.

Tuition Policy

Assumptions/Principles: Access to an affordable college education has been accomplished historically through a low tuition policy. The key to low tuition is adequate state subsidy. Proposals to raise tuition and fees at public colleges to the levels of independent colleges while providing more aid to those who qualify may jeopardize middle income families' access.

Recommendation: State policymakers are urged to view with **extreme caution** income-based, sliding scale proposals for setting of public college tuitions or so called "high tuition,

high student aid" funding models that may undermine colleges as a "public good." **Tuition should be set by trustees**, taking into consideration actual educational costs, state appropriations and available student financial aid.

Family Income
Percentages of first-time state college freshmen
in the highest family income bracket ($70,000) -- Fall 1992

Jersey City	6.1%	Rowan	16.1%
Kean	10.9%	Richard Stockton	13.7%
Montclair	11.6%	Trenton	24.6%
Ramapo	21.8%	William Paterson	14.8%

Source: Chancellor's Report to the BHE, May 1993

Facilities and Equipment

Assumptions/Principles: The state has principal responsibility for financing the construction and funding the maintenance of academic physical plants. In the past, state college facilities improvement was hampered because funding was both inadequate and sporadic.

Recommendations: That the state should **budget separately** (from educational expenses) **and consistently for facilities and major equipment needs of the colleges;**

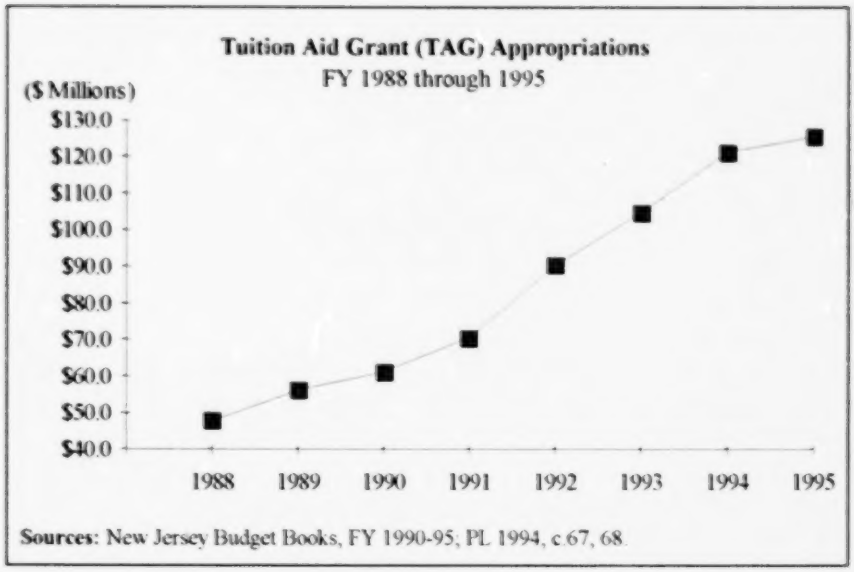
That the state should renew its commitment to mechanisms other than general obligation funds for supporting new construction and renovations (examples of innovative approaches: the new $100 million equipment lease fund and $220 million higher education facilities trust fund); and

That institutional budget planners and trustees should consider annually designating budget allocations for long-term capital maintenance.

Student Aid

Assumptions/Principles: The wide availability of student financial aid in the form of grants, loans and student employment is critical to college access and affordability. However, as tuitions increase (in response to state funding shortfalls) it will be harder for aid to keep pace as currently distributed.

Recommendation: Student aid policy should be **periodically re-examined and revised** by state officials to make sure that it **promotes access and ensures educational achievement and success throughout all segments of higher education.**



Sources: New Jersey Budget Books, FY 1990-95; PL 1994, c.67, 68.

Reserve Funds

Assumptions/Principles: Colleges require unrestricted reserve funds to handle financial contingencies. Control over reserve funds is vested with college trustees.

Recommendation: That state college trustees should work with state input to develop **explicit policy concerning adequate levels of unrestricted reserves**. Such policy should be based on a review of national financial standards guiding institutional reserves.

Incentives for Innovation

Assumptions/Principles: Funds for innovation are particularly hard to obtain during times of economic constraint. The colleges should be looking beyond the public sector for such monies from non-public sources including businesses, professions and philanthropy.

Recommendations: That the state provide the colleges with **incentives** to raise additional monies through public and private sector **fund-raising** and other entreprencurial activities; that the nine institutions should actively seek **endowment** monies; and

That the state and campuses together should examine existing policy to ensure that college income generated from sources other than government appropriations, tuition and fees is used to **enhance quality and service, supplementing and not supplanting basic state support.**

On how the colleges and the state will be accountable for the public investment:

The commission viewed accountability as being necessary at both the state and campus levels, based on objectives for higher education that are understood and acceptable to the public (state taxpayers). These objectives should meet state needs and also the needs of students. As with the state, campuses can be held accountable only to the degree to which they have authority; therefore, it behooves the state to protect campus autonomy if it is to expect greater performance. The state should invest more in higher education beyond basic funding, doing so strategically so that campuses attain goals which address state needs. Campuses will need to develop ways to measure and report to the public on the degree to which they have fulfilled objectives.

Fulfilling Public Objectives

Assumptions/Principles: Planning at the campus and state levels should be explicitly related to strategic state needs and to the fundamental purposes of the colleges. State officials, representing the taxpaying public, trustees and college leaders have a shared responsibility to meet goals or standards set in service to the state and student needs.

Recommendations: That the state define and articulate the **public purposes of higher education** as a tax supported enterprise; and

That each campus' board of trustees set **mission-related standards for achievement** within the context of a more explicit state definition of higher education's value and purposes.

Appropriate Benchmarks

Assumptions/Principles: Aggregate summary and comparative data on college outcomes and productivity, without appropriate institutional benchmarks, are often misleading forms of accountability.

Recommendation: That trustee boards should **regularly share with the public performance benchmarks** on explicit mission-related measures of accountability. Comparative data should focus on "peer" collegiate institutions which have similar goals and institutional profiles.

State Vision Campus Action

Assumptions/Principles: Taxpayers deserve to know that the state and the colleges are handling prudently their financial responsibilities.

Recommendation: That the structure and lines of higher education **accountability be made clearer to the general public**. Within this structure, state officials have primary

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responsibility for a state-level vision and plan for adequate funding appropriated to the colleges each fiscal year, whereas campus leaders are held responsible for effective campus plans and management of such funds to provide for critical college services.

Decentralize the Enterprise

Assumptions/Principles: Greater decentralization of higher education is consistent with the American tradition of academic excellence: vesting independent lay trustee boards with decision-making authority across budget categories.

Recommendations: That the state should continue to grant state colleges the significant level of **autonomy** in managing their affairs that they now enjoy as a result of the higher education restructuring act; and

That the colleges should periodically provide evidence that they are exercising increased autonomy to **improve effectiveness and better serve students and the state.**

Cost-Cutting Incentives

Assumptions/Principles: Colleges as publicly supported institutions cannot afford policy or practices that support waste or duplication.

Recommendations: That the state and institutions develop policy and practices which ensure that creative, **effective resource conservation and development** actions at all levels are **rewarded** and not punished; and

That institutions should be allowed to retain portions of funds saved due to increased productivity as seed money for additional efforts to further enhance service, quality or future efficiency.

Performance Incentives

Assumptions/Principles: State colleges should receive state incentive funding based on the extent to which they fulfill the needs of the citizens of New Jersey. Performance-based standards -- rather than standards based on averages or fixed formulas -- are most likely to improve education quality and effectiveness.

Recommendation: Annual higher education **budget enhancement** decisions should be **performance-based**, resulting from more informed deliberations on state and campus objectives and achievements. Each college should have its own representatives present the institution's budget proposal directly to the appropriate legislative and executive branch officials. The state's new coordinating

structure's office, meanwhile, should produce regular reports on college and university outcomes and finances, working with campus officials to ensure that the statistics cited are accurate and not taken out of proper context. College and university progress should be measured against **agreed-upon standards of performance**, flowing from the campus and state planning and budgeting processes.

Student Success Rates

Assumptions/Principles: The rate at which students successfully complete degree programs and graduate is viewed by the general public as a key positive outcome of higher education.

Recommendations: That the colleges need to continue to identify factors leading to college completion and direct programs and resources toward greater success in this area (while recognizing that not all students have a degree as a goal); and

That the state colleges and the university should make clear to New Jersey public school leaders and students those academic courses and skills that increase the likelihood of success at state colleges.

Faculty Incentives

Assumptions/Principles: Faculty are central to delivery of high-quality education and to effective state colleges.

Recommendation: Faculty should be provided with incentives to improve student learning and development, through more effective teaching and scholarship, while making efficient use of limited institutional resources. In line with the collective mission of the nine institutions, **excellence in teaching, research, scholarship and public service** should be the lead factors in motivating, evaluating and rewarding faculty at these institutions.

Return on the Investment:
Who Benefits and How?

If the commission's recommendations are implemented, the following benefits are likely to be realized:

- Higher education will do a better job meeting the state's priority needs: economy, environment, jobs, health, education.
- The colleges that are performing best will be in the best position to grow; efficiency will be rewarded and productivity and effectiveness will increase.
- The colleges will attract more New Jersey students with strong academic skills who plan to live and work in the state after graduation.
- Students and families will be able to estimate sooner the approximate cost of state college education.
- All students, especially low- and middle-income, will rest assured they can afford to finish, not just enter, college.
- Corporations, businesses and philanthropists will be more likely to invest in state college higher education.
- The university and state college collective will develop greater breadth of programs toward meeting all state needs that must be addressed by higher education.
- Taxpayers will have a clearer understanding of the multiple benefits of state investment in higher education.
- Public officials will have sounder basis for budget decisions regarding higher education.
- Future students and faculty will enjoy improved, up-to-date facilities and equipment.
- Trustees and presidents will be empowered to make changes necessary to strategically reposition their institutions to meet state needs and attract state funds.

Future Issues

How Much Investment will Be Enough to Ensure Access and Quality?

In addition to addressing its responsibilities, the commission identified several key issues that deserve further study and discussion.

- Unlike public elementary and secondary education, which must be funded by law, with higher education, the state has a great deal of discretion in determining the amount which it provides in annual support. **To the extent state support remains discretionary, uncertainty will exist** for students and their families, as well as for college leaders who must set tuition and college budgets.

Issue to Explore: Should higher education be made a less discretionary part of the state budget through a constitutional amendment extending students' right to a thorough and efficient education that includes postsecondary education?

- State support for higher education, adjusted for inflation, has been declining over the past six years. **Greater investment by the state** (consistent with the magnitude of the reductions of past years) **is needed if low tuition and high quality are to remain a policy priority.**

Issue to Explore: Should a state tax, dedicated to higher education, be levied?

- In New Jersey and elsewhere, the costs of providing higher education have increased dramatically, particularly in the human resources area (in the form of salary and benefits) where the bulk of expenditures occur. It follows that the **effective containment of the costs of higher education, especially personnel costs at the campus level, will be a dominant variable** in the future state support, student/family cost equation.

Issues to Explore: What degree of harmony or conflict exists between
(a) college and university employees' needs for academic freedom, job security, and adequate compensation; and
(b) taxpayers', students' and families' need for efficient, effective institutions?
If there is conflict, how should it be reconciled?

What changes in state and college personnel policies -- including collective bargaining, civil service status, and tenure -- might help ensure the economic and educational accountability and vitality of the state colleges and university?

- Facilities and equipment renewal will suffer with continuing state budget reductions. **Any attempt to determine an adequate level of support for institutions cannot neglect to consider the magnitude of campus facilities and equipment needs over the coming years.** The maintenance of educational quality demands that facilities and equipment keep pace with instructional quality development.

Issues to Explore: How can future facilities needs be perpetually financed by the state?

What private sources of funds for facilities development and equipment renewal beyond basic needs might colleges conceivably tap?

The commission has not made a determination about which of the preceding policy questions should be addressed by which of the state's higher education policy agencies (*e.g.*, the Presidents' Council, the Commission on Higher Education, the Governor's Office of Policy and Planning, the GBA). It is hoped that all such entities will consider these long-term issues in the very near future.

The Impact of the Higher Education Restructuring Law

The Higher Education Restructuring Act of 1994 (P.L. 1994, c.48) represents a shift in New Jersey higher education coordination away from a centralized, bureaucratic model of decision-making towards a more decentralized, collaborative approach. The Act eliminated the state Department and Board of Higher Education (effective July 1, 1994) and created the Commission on Higher Education as well as a Presidents' Council. The Act also increased the authority and responsibilities of institutional trustee governing boards.

In addition to changing the way higher education is structured, coordinated and governed, the Restructuring Act calls for the Commission on Higher Education to make recommendations concerning matters pivotal to the future operating costs and financing of public institutions of higher education. Within six months of the Act's effective date (July 1, 1994), the Commission must make recommendations concerning the collective bargaining process and the civil service classification of certain institutional employees. Given that human resource expenditures constitute the bulk of college education and general costs, the Commission's review of information and subsequent recommendations are certain to bring to light the core problems and policy choices regarding cost containment that have been explored and commented on -- at the state college sector level -- by this advisory commission.

Also directly affecting financing of the colleges is the provision that, within one year of the Act's effective date, the Commission is required to make recommendations to the legislature and governor regarding:

1. Articulation between higher education and elementary and secondary education;
2. How student assistance programs can be made more efficient; and,
3. The manner in which higher education is funded, including mission-based funding, multi-year funding, and tuition establishment.

With respect to the last of the three areas listed, it is quite possible that the Commission may advocate changes that are consistent with those recommended in this document. The direct relationship between state investment and college affordability is likely to be revisited and stressed as the Commission on Higher Education fulfills its statutory responsibilities.

Another provision likely to underscore the relationship between state support and tuition is the requirement that boards of trustees hold public hearings prior to setting tuition and fees each year.

The Restructuring Act also charges the Commission on Higher Education with the responsibility to communicate with the State Board of Education and the Commissioner of Education "to advance public education at all levels, including articulation between the public schools and the higher education community." This charge (along with the charge to study articulation, previously mentioned) addresses, in part, the need to develop a state vision of the role and importance of higher education, a need discussed and addressed by this advisory commission.

Other provisions of the Restructuring Act strengthen trustee boards at the state colleges by providing them more flexibility in deciding the size of the boards (previously nine members for all institutions) and more voice in trustee appointment decisions. These changes facilitate the implementation of recommendations of this advisory commission including, but not limited to, the following:

- Development of an aggressive plan to position institutional missions within the context of New Jersey's needs;
- Containment of costs through managerial flexibility, innovation and rewards systems more closely aligned with institutional mission, and
- More aggressive pursuit of funds from nonpublic sources.

In summary, PL 1994, c.48, complements many of the recommendations of the Advisory Commission on Investing in the State Colleges and establishes conditions that will make their implementation more certain to take place. In addition, the Act precipitates a statewide study of the two crucial matters affecting the financing of public institutions of higher education and the future affordability of college: human resources cost management and the role of state investment in keeping tuition low.

The State Colleges/University Today

Today the state colleges and university bring enlightenment, knowledge, and public service to a broad cross-section of the state's seven million citizens, in particular those who choose to pursue a college degree in their home state. The state college group's collective value to the state is a reflection of the institutions':

Capacity -- to serve approximately 80,000 students per year including about 68,000 undergraduate students and 12,000 graduate students. They are the state's primary source of baccalaureate education. Typically, 95 percent of students are New Jersey residents.

Commitment to Undergraduate Learning -- which arises from devotion to student learning with value placed on a firm foundation in the liberal arts. New Jersey's state colleges have developed national reputations for quality and innovation in higher education. Class sizes are typically small, student/faculty interaction is high, and effective instruction is prized. The state colleges, unique from two-year colleges and research universities, are dedicated to baccalaureate instruction.

Affordability -- State support currently allows the state colleges to offer higher education to students at about one-third of its actual cost. The colleges are an important option given that New Jerseyans today are concerned that it is becoming harder to afford a college education.

Commitment to Equal Opportunity and Diversity -- The nine institutions continue to be a popular choice of New Jerseyans of all racial and ethnic groups. They serve men and women of diverse ages. More than one-half of state college students are adults ages 22 and older. A majority of New Jersey's Latino and African-American baccalaureate students graduate from state colleges.

Ability to Retain Highly Talented Students in the State -- Today, each college has a distinctive character, mission and set of strengths. By offering a wide range of academic programs, stimulating campus environments, and nontraditional study options, the state college group presents an array of choices for students considering a New Jersey institution.

Geographic Accessibility -- Spanning the state from north to south, the nine state colleges enroll students from all twenty-one counties. While many colleges enroll students from all counties, they mostly serve students from the regions in which they are located.

Ability to Graduate Productive Citizens -- State college graduates tend to remain in state, thereby providing New Jersey with prospective leaders who have the knowledge, skills, and values to improve the state's collective welfare.

Ability to Contribute to the State's Economic and Cultural Base -- by increasing the earning power of New Jerseyans and thus the tax base. State colleges are also major employers, directly and indirectly. Furthermore, they offer programs and services that contribute to business development, public policy development, intellectual development and the cultural enrichment of New Jersey's citizens.

Historical Commitment to Meeting New Jersey's Needs -- With roots as a vehicle to improve primary and secondary education, the state college tradition of serving schools continues through academic programs and partnership initiatives. However, since 1966 state colleges have been redirected to more broadly serve the Garden State's needs, including public service in the fields of public administration, health, the environment and criminal justice in addition to education.

Current Trajectories of the State College Group

- The nine institutions are becoming more and more different from one another. Several aspire to achieve -- and one has already attained -- university designation. Several have become considerably more selective in admissions. Some have goals to become even more focused on current strengths and others actively explore new areas where demand exists.
- As a result of advocacy efforts and the Higher Education Restructuring Act, trustee boards and managerial staff enjoy greater freedom from state regulation. This is consistent with the American model of effective higher education and also stems from budget pressures to "do more with less."
- The colleges are increasingly attracting major corporate and philanthropic contributions. This trend is an outgrowth of increased autonomy and the call of the state's challenge grants (1980s) for institutions to develop strengths in selected areas.
- The colleges are under greater pressure to demonstrate, individually, that they are worthy of public support. This is a direct result of removal of certain degree of insulation from public scrutiny colleges had when they were more uniform and more a part of the state bureaucracy.

Profiles of the Nine Institutions of the State College/University Group

Jersey City State College

Jersey City State College is New Jersey's urban college. It is recognized nationally for its model curriculum, which combines cooperative education with a firm foundation in the traditional liberal arts. The college is ideally located on New Jersey's "Gold Coast," just across the Hudson River from Manhattan. The setting offers abundant opportunities for study and job placements in metropolitan area corporations, government, and in the non-profit sector.

Kean College of New Jersey

The flagship college for the health professions, Kean College of New Jersey prepares its graduates in business, education and the liberal arts to succeed in the professions of the 21st century. Strong

ties with area schools, local businesses and community organizations result in mutually beneficial, cooperative partnerships. The college offers its students a high quality, personalized education in a multicultural environment.

Montclair State University

With an outstanding faculty and a proud tradition dating back to 1908, Montclair State University has long been recognized for the excellence of its teaching. ***U.S. News and World Report*** named Montclair one of America's best collegiate values, and ***Business Journal of New Jersey*** ranked its school of business administration among the top three in the state. With more than 250 majors, minors and concentrations, Montclair offers the diversity of programs characteristic of a large university and the individual attention found at smaller institutions.

Ramapo College of New Jersey

Ramapo College of New Jersey has become New Jersey's college of choice for a global education, preparing students for an increasingly interdependent and multicultural world. The college also has a "state of the art" telecommunications center.

The Richard Stockton College of New Jersey

The Richard Stockton College of New Jersey -- noted for its distinctive academic programs and interdisciplinary approach to learning -- offers an outstanding undergraduate education in liberal arts, sciences, and professional studies. The academic credentials of entering students surpass both the state and national averages. Richard Stockton's Governor's School on the Environment is the first of its kind in the country.

Rowan College of New Jersey

Rowan College of New Jersey, formerly Glassboro State College, is an outstanding comprehensive institution comprising four schools: Business Administration; Fine & Performing Arts; Liberal Arts and Sciences; and Education & Related Professional Studies. A new School of Engineering is expected to open in the fall of 1996. The college's communications program, the 24th largest in the nation, and its teacher education program are both internationally known. Rowan's strong academic reputation attracts academically superior students.

Thomas Edison State College

Thomas Edison State College is devoted to the adult student. As such, it provides a unique means of access to higher education for adults who are self-directed learners and who have acquired knowledge in a variety of settings and through many channels, such as testing, training, military service, and college courses. The college offers no classroom courses; instead, it brings education directly to adults where they live.

Trenton State College

Trenton State College (TSC) is committed to superior academic quality and attracts high-achieving students. It has been cited as one of the nation's highly selective colleges, as a college with one of

the most outstanding honors programs in the nation, and as a college at which teaching counts. TSC has been listed as a "best buy" in college education by ***U.S. News and World Report***, 1988-1993; by ***Money*** magazine, 1990-1994; and as one of ten schools in the nation offering "quality liberal arts at a public school price" by ***The Fiske Guide to Colleges***, 1993-1994.

William Paterson College of New Jersey

William Paterson College of New Jersey (WPC) offers a rich and challenging curriculum that prepares its students for productive lives and professional careers in a rapidly changing technological society. Nationally recognized specialities include biotechnology, nursing, management, jazz studies/performance, music management, and a contemporary telecommunications program featuring the only satellite uplink among the nine state colleges -- making WPC a headquarters for television transmission.

Resource Materials

GBA Staff Papers, Publications

- The Framework for State College Accountability (1994)
- ***Policy Judgments***, newsletter of the Advisory Commission on Investing in the State Colleges (November 1993, February 1994, May 1994)
- State Colleges' Role, Structure and Finance: Fundamental Questions for Reflection (1993)
- Overview of Higher Education Governance and Coordination in the Garden State (1993)
- The State Colleges: Rooted in Democracy's Social Goals (1993)
- A Sketch of Public Views on Higher Education and Some Unanswered Questions (1993)
- State College Finance in New Jersey: Is it Time for a Change? (Draft: 1993)
- A Renewed Social Contract: Finding the Means of Financing What We Value in State Colleges (1993)

Other Higher Education Institutional Publications

- "State Support for Higher Education Continues to Decline." ***Higher Education and National Affairs,*** July 11, 1994.
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